



## Beaufort Middle

2501 Mossy Oaks Road  
Beaufort, South Carolina

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School     |              |
| <b>Enrollment</b>     | 642 Students          |              |
| <b>Principal</b>      | Carole T. Ingram      | 843-322-5700 |
| <b>Superintendent</b> | Dr. Valerie Truesdale | 843-322-2300 |
| <b>Board Chair</b>    | Fred Washington       | 843-322-2356 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating        |
|-------------|-----------------|----------------------|
| <b>2008</b> | <b>Average</b>  | <b>Below Average</b> |
| 2007        | Average         | Below Average        |
| 2006        | Average         | At-Risk              |
| 2005        | Average         | Below Average        |
| 2004        | Average         | Average              |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

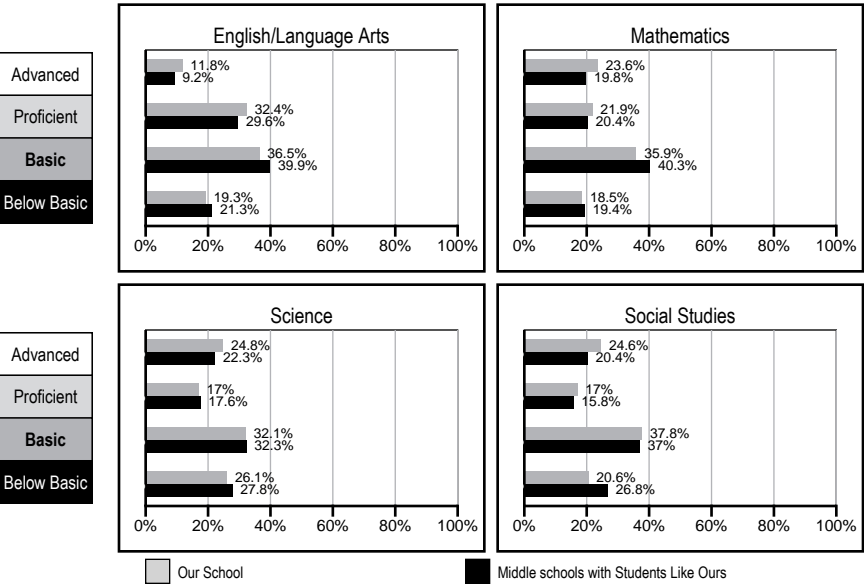
Percent of students tested in 2007-08 whose 2006-07 test scores were located 94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 36      | 6             | 1       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2           | 100.0             | 98.4                                    |
| English 1                                       | 97.9              | 94.8                                    |
| Physical Science                                | 0                 | 28.0                                    |
| All Subjects                                    | 99.3              | 97.9                                    |

School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=642)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 29.2%      | Up from 27.2%         | 25.1%                                  | 19.4%                |
| Retention rate   | 0.9%       | Up from 0.6%          | 1.9%                                   | 1.8%                 |
| Attendance rate  | 95.7%      | Up from 94.7%         | 96.1%                                  | 95.8%                |
| Eligible for gifted and talented   | 18.8%      | Down from 21.6%       | 21.8%                                  | 15.3%                |
| With disabilities other than speech  | 11.9%      | Up from 9.9%          | 11.4%                                  | 12.9%                |
| Older than usual for grade   | 0.9%       | Down from 1.9%        | 1.7%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.3%       | Down from 1.4%        | 0.9%                                   | 0.7%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=46)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 63.0%      | Down from 68.1%       | 58.0%                                  | 55.0%                |
| Continuing contract teachers   | 82.6%      | Up from 76.6%         | 75.0%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 3.5%                                   | 5.4%                 |
| Teachers returning from previous year                                      | 88.2%      | Up from 86.0%         | 85.9%                                  | 83.4%                |
| Teacher attendance rate  | 95.2%      | Up from 94.6%         | 95.0%                                  | 94.9%                |
| Average teacher salary   | \$49,228   | Up 7.0%               | \$46,089                               | \$44,706             |
| Professional development days/teacher                                      | 20.2 days  | Down from 21.7 days   | 11.8 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 4.0        | Up from 3.0           | 3.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 20.5 to 1  | Up from 17.4 to 1     | 22.0 to 1                              | 20.1 to 1            |
| Prime instructional time   | 88.4%      | Up from 86.7%         | 89.8%                                  | 89.3%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 98.6%      | Down from 99.1%       | 98.2%                                  | 98.0%                |
| Character development program  | Good       | No Change             | Good                                   | Good                 |
| Dollars spent per pupil*   | \$7,829    | Up 4.7%               | \$6,572                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 64.6%      | Down from 65.7%       | 66.3%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 61.8%      | Down from 64.1%       | 61.4%                                  | 59.4%                |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Affirming our mission to foster a thriving community of life-long learners, Beaufort Middle School engaged and challenged our young adolescents in learning and excelling during 2007 – 2008. We have successes to celebrate in academics, the arts, and service learning.

Enhanced technology allowed us to make strategic, progressive decisions in our instructional program. Three computer labs are now available for learning; six classrooms have interactive learning Smart Boards; students access a computerized tutorial program designed for individual assistance in reading, writing, and math in school and from home; and parents may now connect to an on-line grading program to remain aware of students' progress regularly.

Our students had the privilege of working with several artists in residence this year. A visiting dance artist taught all students the fundamentals of creative, expressive movement and self-discipline - in being the best one can be. The resulting performance showcased talent from each grade level in various interpretive dances reflecting our school-wide theme this year, "The Cost of Choice." We celebrated receiving a grant from the Beaufort County Art Association, which funded the transformation of a corridor in our building into an art gallery. This gallery allows us to feature student art work and the work of local artists.

Our students exhibited exemplary qualities of responsible citizenship by logging over 100,000 hours of community service and generating over \$18,000.00 to benefit local and national charities, including Mothers Against Drunk Driving, St. Jude's Children's Research Hospital, the American Heart Association, the Diabetes Foundation, and our local Child Abuse Prevention Association.

As a staff, we concentrated on success for all learners and used MAP results to guide our direction for rigorous learning. Fifty-five to sixty-five percent of our students met target growth in the spring in ELA and math, as they went "the extra degree" to excel. We continued our transition team at the 6th grade; scheduled twelve different sessions of Extra Support Provide; taught Plugged into Reading and Wilson Reading to selected students; added Skills Tutor to our resources; taught ten advanced math classes; and challenged our gifted and talented students in science, Humanities, and language arts, as we nurtured all levels of learners.

We celebrated 21 Duke Junior Scholars and 20 TIP Scholars. Two sixth grade students took first and second place in the District DAR Essay Contest, and two seventh grade students were national winners in the Career Development Poetry Contest. One of our science teachers received a grant and was selected as our Science Curriculum Coach for 2008 – 2009. We continued to enjoy the support of community resources as our students traveled into the community to learn and the community came into our school as experts.

Our curricular program will now take a shift from the Middle Years Program to Pre-Advanced Placement, as we commit ourselves to preparing our students to enter rigorous Advanced Placement classes at the high school level. We look forward to the opportunities for life-long learning that our 2008 – 2009 journey will offer.

Carole Ingram, Principal  
Katherine Weller, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 39       | 193       | 151      |
| Percent satisfied with learning environment            | 94.9%    | 72.5%     | 81.8%    |
| Percent satisfied with social and physical environment | 92.3%    | 72.5%     | 77.9%    |
| Percent satisfied with school-home relations           | 92.3%    | 87.0%     | 76.4%    |

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 6.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 11.2%        | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.5%       | 0.0%            | No                  |
| Student attendance rate                         | 95.7%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

| PACT Performance By Group   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
|---|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|   | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
| English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced) |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| All Students  | 630                           | 100      | 20.6          | 37.4    | 32.4         | 9.5        | 53.6                              | 47.3                                | 48.2                             | Yes                       | Yes                         |
| Gender  |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Male  | 310                           | 100      | 26.8          | 40      | 26.4         | 6.8        | 45.4                              | 40.8                                | 41.7                             | N/A                       | N/A                         |
| Female  | 320                           | 100      | 14.7          | 35      | 38.2         | 12.1       | 61.4                              | 54.2                                | 55                               | N/A                       | N/A                         |
| Racial/Ethnic Group   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| White   | 388                           | 100      | 13.6          | 33.7    | 40.1         | 12.6       | 64.4                              | 65.1                                | 60                               | Yes                       | Yes                         |
| African American  | 211                           | 100      | 34            | 44      | 19           | 3          | 33.5                              | 30.2                                | 31.7                             | Yes                       | Yes                         |
| Asian/Pacific Islander  | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 70.1                                | 70.4                             | I/S                       | I/S                         |
| Hispanic  | 17                            | 100      | 21.4          | 50      | 21.4         | 7.1        | 42.9                              | 34.3                                | 38.4                             | I/S                       | I/S                         |
| American Indian/Alaskan   | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 43.8                                | 47                               | I/S                       | I/S                         |
| Disability Status   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Disabled  | 76                            | 100      | 74            | 17.8    | 4.1          | 4.1        | 9.6                               | 12.9                                | 16                               | No                        | Yes                         |
| Migrant Status  |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Migrant   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 38.1                             | N/A                       | N/A                         |
| English Proficiency   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Limited English Proficient  | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 30.2                                | 36.9                             | I/S                       | I/S                         |
| Socio-Economic Status   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Subsided meals  | 255                           | 100      | 33.1          | 42.4    | 19.9         | 4.7        | 35.2                              | 32.3                                | 34                               | Yes                       | Yes                         |
| Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)           |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| All Students  | 630                           | 100      | 20            | 37.6    | 19.5         | 23         | 52.4                              | 41.7                                | 45.8                             | Yes                       | Yes                         |
| Gender  |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Male  | 310                           | 100      | 23.4          | 34.9    | 19.3         | 22.4       | 50.8                              | 42.3                                | 45.6                             | N/A                       | N/A                         |
| Female  | 320                           | 100      | 16.7          | 40.2    | 19.6         | 23.5       | 53.9                              | 41                                  | 45.9                             | N/A                       | N/A                         |
| Racial/Ethnic Group   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| White   | 388                           | 100      | 10.7          | 35.6    | 21.7         | 32.1       | 64.2                              | 60.6                                | 59                               | Yes                       | Yes                         |
| African American  | 211                           | 100      | 38            | 42.5    | 14           | 5.5        | 29.5                              | 22.7                                | 26.9                             | No                        | Yes                         |
| Asian/Pacific Islander  | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 64.4                                | 71.3                             | I/S                       | I/S                         |
| Hispanic  | 17                            | 100      | 14.3          | 35.7    | 21.4         | 28.6       | 57.1                              | 30                                  | 38.1                             | I/S                       | I/S                         |
| American Indian/Alaskan   | 2                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 43.8                                | 46.2                             | I/S                       | I/S                         |
| Disability Status   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Disabled  | 76                            | 100      | 71.2          | 20.5    | 2.7          | 5.5        | 11                                | 14.1                                | 17.1                             | No                        | Yes                         |
| Migrant Status  |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Migrant   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 32.5                             | N/A                       | N/A                         |
| English Proficiency   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Limited English Proficient  | 9                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | 26.2                                | 38.7                             | I/S                       | I/S                         |
| Socio-Economic Status   |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| Subsided meals  | 255                           | 100      | 33.5          | 41.9    | 14.8         | 9.7        | 32.6                              | 26.1                                | 31.4                             | No                        | Yes                         |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

|  | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient<br>and Advanced* | District % Proficient<br>and Advanced* | State % Proficient<br>and Advanced* | School<br>Attendance Rate | District<br>Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

|                            |     |      |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students               | 418 | 99.8 | 25.7 | 32.2 | 17   | 25.2 | 42.1 | 30.8 | 35.7 | 95.7 | 96.3 |
| Gender                     |     |      |      |      |      |      |      |      |      |      |      |
| Male                       | 202 | 99.5 | 27.6 | 30.7 | 16.7 | 25   | 41.7 | 32.8 | 37.4 | 95.2 | 96.2 |
| Female                     | 216 | 100  | 23.9 | 33.5 | 17.2 | 25.4 | 42.6 | 28.7 | 33.8 | 96.1 | 96.4 |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |      |      |      |
| White                      | 247 | 100  | 15.5 | 26.9 | 24.8 | 32.8 | 57.6 | 49.4 | 49.2 | 95.5 | 96.2 |
| African American           | 155 | 99.4 | 42.9 | 40.8 | 5.4  | 10.9 | 16.3 | 12.7 | 17   | 95.9 | 96.3 |
| Asian/Pacific Islander     | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 55.4 | 58   | 97.6 | 96.7 |
| Hispanic                   | 7   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 17.4 | 24.9 | 94.5 | 96.6 |
| American Indian/Alaskan    | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 46.2 | 37.4 | 94.2 | 96.1 |
| Disability Status          |     |      |      |      |      |      |      |      |      |      |      |
| Disabled                   | 49  | 100  | 70.2 | 14.9 | 6.4  | 8.5  | 14.9 | 11.7 | 14   | 95   | 95.6 |
| Migrant Status             |     |      |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 21.9 | N/A  | 97.4 |
| English Proficiency        |     |      |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 14.5 | 24.4 | 95.1 | 96.7 |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 176 | 99.4 | 39.4 | 34.5 | 12.1 | 13.9 | 26.1 | 15.9 | 21.1 | 94.8 | 96.1 |

Social Studies

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 414 | 100 | 20.5 | 37.7 | 17   | 24.8 | 41.8 | 28   | 34   | 95.7 | 96.3 |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 197 | 100 | 23.2 | 31.6 | 19.5 | 25.8 | 45.3 | 30   | 36.6 | 95.2 | 96.2 |
| Female                     | 217 | 100 | 18   | 43.4 | 14.6 | 23.9 | 38.5 | 25.8 | 31.3 | 96.1 | 96.4 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 260 | 100 | 13.5 | 37.3 | 18.7 | 30.6 | 49.2 | 42.3 | 44.5 | 95.5 | 96.2 |
| African American           | 132 | 100 | 35.2 | 37.6 | 14.4 | 12.8 | 27.2 | 13.4 | 19.1 | 95.9 | 96.3 |
| Asian/Pacific Islander     | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 51.6 | 58.9 | 97.6 | 96.7 |
| Hispanic                   | 12  | 100 | 22.2 | 33.3 | 22.2 | 22.2 | 44.4 | 19.4 | 27.5 | 94.5 | 96.6 |
| American Indian/Alaskan    | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | 94.2 | 96.1 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 49  | 100 | 64.6 | 16.7 | 14.6 | 4.2  | 18.8 | 10   | 14.4 | 95   | 95.6 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 22.6 | N/A  | 97.4 |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 6   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 16.6 | 27.3 | 95.1 | 96.7 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals             | 168 | 100 | 35.3 | 39.9 | 11.8 | 13.1 | 24.8 | 14.9 | 21   | 94.8 | 96.1 |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 6     | 202                           | 99       | 21.8          | 45.2    | 25           | 8          | 33                         |
|                       | 7     | 221                           | 99.1     | 25.9          | 37.1    | 29.3         | 7.8        | 37.1                       |
|                       | 8     | 213                           | 99.5     | 25.2          | 45      | 26.2         | 3.5        | 29.7                       |
| 2008                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 6     | 216                           | 100      | 22.7          | 32      | 35.5         | 9.9        | 45.3                       |
|                       | 7     | 206                           | 100      | 18            | 39.5    | 33           | 9.5        | 42.5                       |
|                       | 8     | 208                           | 100      | 21.2          | 40.9    | 28.8         | 9.1        | 37.9                       |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 6     | 202                           | 98       | 18.3          | 30.1    | 30.1         | 21.5       | 51.6                       |
|                       | 7     | 221                           | 99.6     | 18            | 39      | 21.5         | 21.5       | 42.9                       |
|                       | 8     | 213                           | 99.1     | 27.2          | 51.5    | 13.4         | 7.9        | 21.3                       |
| 2008                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 6     | 216                           | 100      | 21.2          | 22.7    | 21.2         | 35         | 56.2                       |
|                       | 7     | 206                           | 100      | 18            | 36.5    | 21.5         | 24         | 45.5                       |
|                       | 8     | 208                           | 100      | 20.7          | 54      | 15.7         | 9.6        | 25.3                       |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 6     | 103                           | 98.1     | 31.9          | 31.9    | 9.6          | 26.6       | 36.2                       |
|                       | 7     | 220                           | 98.6     | 24.1          | 37.2    | 19.1         | 19.6       | 38.7                       |
|                       | 8     | 109                           | 99.1     | 33.3          | 40.2    | 17.6         | 8.8        | 26.5                       |
| 2008                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 6     | 110                           | 100      | 29.8          | 19.2    | 17.3         | 33.7       | 51                         |
|                       | 7     | 205                           | 100      | 20.6          | 37.7    | 15.6         | 26.1       | 41.7                       |
|                       | 8     | 103                           | 99       | 31.6          | 34.7    | 19.4         | 14.3       | 33.7                       |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 4     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 5     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 6     | 100                           | 96       | 6.7           | 24.7    | 40.4         | 28.1       | 68.5                       |
|                       | 7     | 220                           | 99.1     | 30.5          | 37      | 14           | 18.5       | 32.5                       |
|                       | 8     | 103                           | 99       | 26.8          | 60.8    | 9.3          | 3.1        | 12.4                       |
| 2008                  | 3     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 4     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 5     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 6     | 106                           | 100      | 14.1          | 29.3    | 26.3         | 30.3       | 56.6                       |
|                       | 7     | 203                           | 100      | 22.8          | 34.5    | 12.2         | 30.5       | 42.6                       |
|                       | 8     | 105                           | 100      | 22.2          | 52.5    | 17.2         | 8.1        | 25.3                       |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample